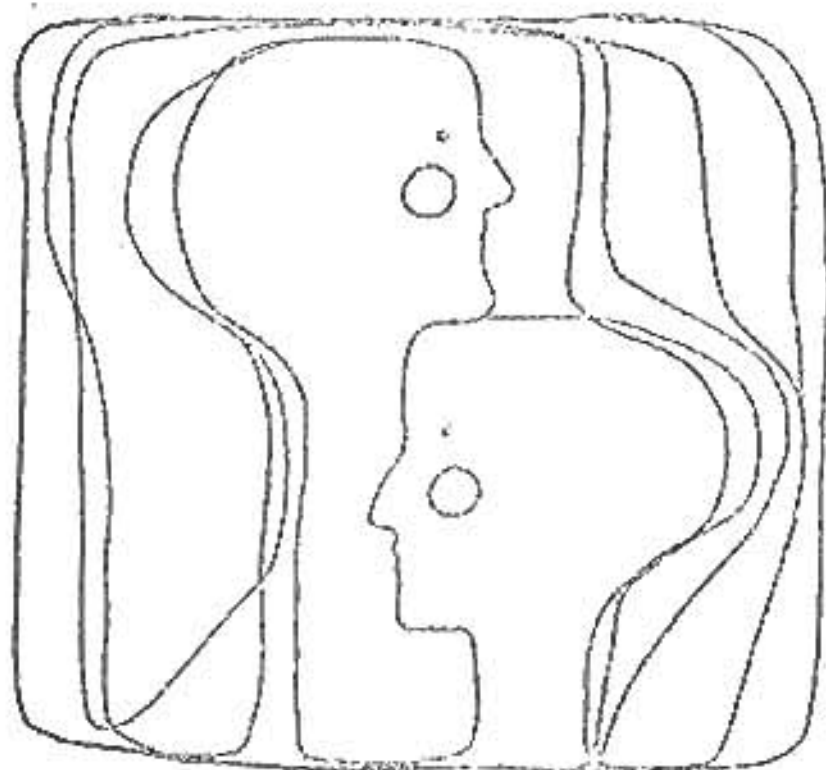


Grande Prairie Regional College



EARLY CHILDHOOD DEVELOPMENT PROGRAM

C.D. 103 : PERSONAL GROWTH AND DEVELOPMENT

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GRANDE PRAIRIE REGIONAL COLLEGE

EARLY CHILDHOOD DEVELOPMENT PROGRAM

C.D. 103: PERSONAL GROWTH AND DEVELOPMENT

PART 1: INTRODUCTION , AND

AWARENNESS, ACCEPTANCE & DISCLOSURE
OF SELF

GRANDE PRAIRIE REGIONAL COLLEGE
EARLY CHILDHOOD DEVELOPMENT PROGRAM

C.D. 103; PERSONAL GROWTH AND DEVELOPMENT

PART 1: Introduction to self, others and the module,
Awareness, acceptance and disclosure of self

COMPETENCIES

1. Get acquainted with each other as individuals and as members of group.
2. Realize the importance of group membership, group interaction and group support.
3. Develop an understanding of how interpersonal interaction skills are acquired.
4. Acquire an understanding of what is involved in Personal Growth and Development Modules.
5. Understand the concept of self-awareness and acquire skills to indicate possession of self-awareness.
6. Understand the concept of self-acceptance and acquire skills of self-acceptance.
7. Understand the concept of self-disclosure and acquire skills of self-disclosure.

C.D. 103: PERSONAL GROWTH & DEVELOPMENT

PART 1

COMPETENCY 1

Get acquainted with each other as individuals and as members of group.

LEARNING TASKS

1. Participate in exercises designed to help get acquainted with each other.
2. Participate in exercises designed to focus on the here and now.
3. Experience being a member of groups of various sizes.

EVALUATION TASK

1. Be able to name at least 50% of the members of the group.
2. Be able to narrate at least 3 details about the members named.
3. Be able to discuss the experience of being a member of groups of various sizes.

C.D. 103 Part 1

COMPETENCY 2

Realize the importance of group membership, group interaction and group support.

LEARNING TASKS

1. Listen carefully to a short lecture on group membership, group interaction and group support.
2. Discuss own experiences related to group membership, group interaction and group support.
3. Participate in the NASA decision-making exercise.

EVALUATION TASK

1. Be able to explain the importance of group membership, group interaction and group support, and relate them to own life experiences.

COMPETENCY 3

Develop an understanding of how interpersonal skills are acquired.

LEARNING TASKS

1. Listen to a short lecture on how interpersonal skills are acquired.
2. Discuss own experiences related to learning skills.
3. Discuss importance of setting goals, brainstorm about own goals for these modules.

EVALUATION TASK

1. Set own goals using the Goals for Personal Development Inventory.

C.D. 103 Part 1
COMPETENCY 4

Acquire an understanding of what is involved in Personal Growth and Development Modules.

LEARNING TASKS

1. Attend all sessions regularly.
2. Take an active part in all exercises.
3. Buy a three-ring binder to keep all the handouts from the sessions.
4. Write an on-going diary of how your learnings and skills acquired during the sessions relate to various aspects of your life such as work, home, friends, and other classes.
5. Write an on-going "This is me" book.
6. Complete and file together all the assignments given during the sessions.
7. Complete and file together all the self-evaluation assigned at each session.

EVALUATION TASKS

1. At the end of the modules, hand in your three-ring binder, and all the written materials for learning tasks 4, 5, 6, & 7. These will provide the written basis for evaluation of your performance in Personal Growth & Development modules.
2. Your attendance and participation in the activities and exercises will provide another basis of evaluation for your successful completion of these modules.

Resources

Adler, Ron: Looking Out/Looking In
Carkhuff, Robert: How to Help Yourself
Harris: Winners and Losers
Johnson, David: Reaching Out
Pfleiffer and Jones: Structured Experiences in Human Development Training

C.D 103 Part 1
COMPETENCY 5

Understand the concept of self-awareness and acquire skills to indicate possession of self-awareness.

LEARNING TASKS:

1. Listen carefully to a lecture on self-awareness, take good notes, and discuss its relevance to your life with members of your small group.
2. Listen carefully to a lecture on the Awareness Wheel, take good notes, and discuss its details with members of your small groups.
3. Take part in exercises designed to raise level of self-awareness.

EVALUATION TASKS:

1. Be able to identify the meaning of self-awareness and provide examples relating to own life.
2. Be able to explain the awareness wheel, and indicate the inter-relationships of its various parts.
3. Demonstrate skills of self-awareness by being able to make:
 - sense statements
 - interpretative statements
 - intention statements
 - feeling statements
 - action statements

C.D. 103 Part 1
COMPETENCY 6

Understand the concept of self-acceptance and
acquire skills to indicate self-acceptance.

LEARNING TASKS

1. Listen carefully to a mini-lecture on self-acceptance, take good notes; and in your small groups, discuss the importance it has in your life.
2. Do the exercise "here and now wheel".
3. Listen carefully to a mini-lecture on barriers in self-acceptance, take good notes; and brainstorm in small groups about ways to overcome these barriers.
4. Take part in exercises such as "rag doll and tin soldier" to get in touch with your feelings of awareness and acceptance.

EVALUATION TASKS

1. Be able to identify the meaning of self-acceptance and provide examples from own life.
2. Be able to focus on the here and now.
3. Indicate self-awareness and acceptance by filling out the form "12 ways to keep track of myself".

Understand the concept of self-disclosure and acquire skills of self-disclosure.

LEARNING TASKS

1. Listen carefully to a mini-lecture on self-disclosure, take good notes, and discuss the importance of self-disclosure in your life.
2. Discuss and review when self-disclosure is appropriate or inappropriate.
3. Discuss and review the concept of Johari window.
4. Take part in exercises encouraging self-disclosure.

EVALUATION TASKS

1. Be able to identify the meaning of self-disclosure, and provide examples from own life.
2. Provide examples of situations when self-disclosure is inappropriate.
3. Make a Johari window reflecting your own self, become aware of the areas you are willing to disclose or not disclose.
4. Take part in the "bag exercise", and share the outside of the bag to indicate things you feel you can disclose. Be aware of what you put into the bag indicating things you are not willing to disclose.

C.D. 103 Part 1

RESOURCES

Adler, Ron: Looking Out/Looking In

Egan, Gerard: Interpersonal Living

Johnson, David: Personality

Powell, John: Why Am I Afraid To Tell You Who I Am?

Simon, Sid: Meeting Yourself Halfway

Simon, Sid: I'm Loveable and Capable

GRANDE PRAIRIE REGIONAL COLLEGE

EARLY CHILDHOOD DEVELOPMENT PROGRAM

C.D. 103. Part 2

PERSONAL GROWTH AND DEVELOPMENT

(Self esteem)

GRANDE PRAIRIE REGIONAL COLLEGE

C.D. 103, Part 2 : SELF ESTEEM

COMPETENCIES

8. Be able to explain how self esteem is acquired and maintained.
9. Acquire and practice skills helpful in improving self esteem
10. Identify techniques for maintaining children's self esteem.

C.D. 103; SELF ESTEEM
COMPETENCY 8

Students will be able to explain how self-esteem is acquired and maintained.

LEARNING TASKS:

1. Discuss and review Maslow's theory of hierarchy of needs.
2. Discuss and review the LALAC model of self-esteem.
3. Discuss and review Satir's communication stances.
4. Discuss and review T.A. and life-scripting.
5. Discuss and review how each of the above influences the acquisition and maintenance of self-esteem.

EVALUATION TASKS:

1. Take part in exercises related to each of the theories above.
2. Write a 3 page account about your self-esteem and explain whether or not the theories and exercises above are related to your self-esteem.

Students will learn and practice skills helpful in improving self-esteem.

LEARNING TASKS:

1. Discuss the difference between self-esteem and self-image.
2. Through discussion develop an awareness of what triggers low self-esteem.
3. Identify conditions necessary for improving self-esteem.
4. Assess the role of changes in T.A. ego-states in improving self-esteem.
5. Distinguish nurturing acts from con acts.
6. Learn to use affirmations as a tool for raising self-esteem.

EVALUATION TASKS:

1. Take part in exercises related to each of the learning tasks.
2. Write how each of these learning tasks and exercises can be helpful to you in improving your self-esteem. (total of 5 or 6 pages)

C.D. 103 . Part 2:SELF ESTEEM
CONFIDENCY 10

Students will identify appropriate techniques for maintaining children's self-esteem.

LEARNING TASKS:

Discuss and compare the effectiveness of the following techniques in maintaining self-esteem of children:

- Asking for nurturance
- Fantasy
- Involvement in activities
- Awareness of triggering events
- Differentiate between thoughts and feelings
- Learning problem solving techniques
- Realistic expectations
- Language

EVALUATION TASK:

1. Write an account of your own childhood stating which of these techniques your parents used.
2. Which of these techniques do you think you might be able to apply when you deal with children.

C.D. 103, Part 2: SELF ESTEEM

RESOURCES:

Brandon, Nathaniel, The Psychology of Self-esteem

Briggs, Dorothy, Celebrate Yourself

Briggs, Dorothy, Your Child's Self-esteem

Clark, Self-esteem: A Family Affair
Self-esteem: A Classroom Affair- 101 Ways to Help
Children Like Themselves

Freed, Alvyn, TA for Tots

Freed, Alvyn, TA for Kids

Harris, Thomas, I'm OK, You're OK

Satir, Virginia, Peoplemaking

Simon, Sid, The IALAC Story

GRAND PRAIRIE COMMUNITY COLLEGE
C.D. 103 , Part 3

Assertion Training

COMPETENCIES

11. Acquire a discriminating understanding of Assertive, Non-assertive, and Aggressive response styles to basic human rights.
12. Identify and understand the role of verbal and non-verbal cues in Assertive, Nonassertive and Aggressive behaviors.
13. Analyze situations posing assertion problems: Generate assertive ways to respond to such situations.
14. Assess given situations, decide if there is a need to change response style.

COMPETENCY 11

Acquire a discriminating understanding of Assertive, Nonassertive, and Aggressive response styles to basic human rights.

LEARNING TASKS

1. Listen carefully to the presentation about basic human rights, and the basic premise of assertion theory. Take good notes and discuss its relevance to your own life.
2. Read the handouts, and take good notes from the handouts and lecture on assertive, nonassertive and aggressive behavior.

EVALUATION TASKS

Students should be able to:

1. List five basic human rights.
2. State the basic premise of assertion theory.
3. Indicate the relationship between human rights and assertion theory.
4. Compare how each response style treats the boundaries between one's own rights and those of others.
5. List four characteristic feelings, in the actor, accompanying his assertive, aggressive, or nonassertive behaviors.
6. List four characteristic feelings in the person facing someone else's assertive, nonassertive, or aggressive behavior.
7. Identify from a series of behavioral situations, each of the behaviors as assertive, nonassertive, or aggressive.
8. Give examples of situations from own life where they have acted assertively, aggressively, or nonassertively.

COMPETENCY 12

Identify and understand the role of verbal and nonverbal cues in Assertive, Nonassertive and Aggressive behaviors.

LEARNING TASKS

1. Observe carefully the nonverbal cues presented in the filmstrip "Body English", discuss their relevance to your own life.
2. Participate in the discussion about the type of language associated with Aggressive, Nonassertive and Assertive responses.
3. Take an active part in the exercises designed to raise your awareness of verbal and nonverbal cues in Assertive, Nonassertive and Aggressive behaviors.

EVALUATION TASKS

Students should be able to:

1. Differentiate between verbal and nonverbal cues, and list three reasons why verbal cues are important in communication.
2. Identify and list the types of words associated with assertive, nonassertive, and aggressive behaviors.
3. List six nonverbal cues, and provide examples of these cues as evidenced in assertive, nonassertive, and aggressive behaviors.
4. From a series of situations presented, identify the verbal, and nonverbal cues indicating assertive, nonassertive, and aggressive behaviors.

C.D. 103, Part 3
COMPETENCY 13

Analyze situations posing assertion problems.
Generate assertive ways to respond to such situations.

LEARNING TASKS

1. Listen carefully to the talk, take notes, and read the handouts about how to identify situations which are not being handled assertively.
2. Participate in activities designed to sharpen your skills of identifying situations posing assertion problems.

EVALUATION TASKS

Students should be able to:

1. List non-verbal cues that indicate the situation is not being handled assertively, e.g. nail biting and foot tapping.
2. List behavior patterns which indicate that assertion is being avoided, e.g. aggressive outbursts or procrastination.
3. Compile a list of helpful hints of how to respond assertively to situations which may cause assertive problems, situations such as:
 - expressing anger
 - refusing a request (saying no)
 - joining an ongoing conversation
 - responding to criticism
 - giving negative feedback

Assess given situations, decide if there is need to change response style.

LEARNING TASKS

1. Participate in discussion about how to assess situations, and how to decide if change in response style is needed.
2. Participate in exercises designed to sharpen your skills of assessing situations.
3. Respond analytically to the questionnaire about decision to change.

EVALUATION TASKS

Students should be able to:

1. List three reasons why an individual may act assertively, nonassertively, or aggressively.
2. List the gains of staying nonassertive.
3. List which of these gains they would be willing to give up.
4. List what they have to lose by being nonassertive.
5. Decide whether the gains outweigh the losses or vice versa.
6. List their long term and short goals.
7. List how assertive behavior can help to achieve these goals.

C.D. 103 , Part 3 : Assertion Training

RESOURCES

- Alberti, Robert and Emmons, M. Your Perfect Right
Bach G., and Wyden, P. The Intimate Enemy
Bloom, L.Z., et.al.: The New Assertive Woman
Baer, Jean: How to be an Assertive Not Aggressive Woman
Croft, Doreen: Be Honest With Yourself
Fensterheim, H: Don't Say Yes When You Want to Say No
Galassi, Myrna and Galassi, John: Assert Yourself
James, Muriel and Jongeward, Dorothy: Born To Win
Lange, Arthur and Jakubowski, Patricia: Responsible Assertive Behavior
Lieberman, Paul: Personal Effectiveness
Osborn, S., and Harris, G.: Assertive Training for Women
Phelps, Stanlee and Austin, Nancy: The Assertive Woman
Smith, M: When I Say No I Feel Guilty
Wolfgang, Charles: Helping Aggressive and Passive Preschoolers Through Play